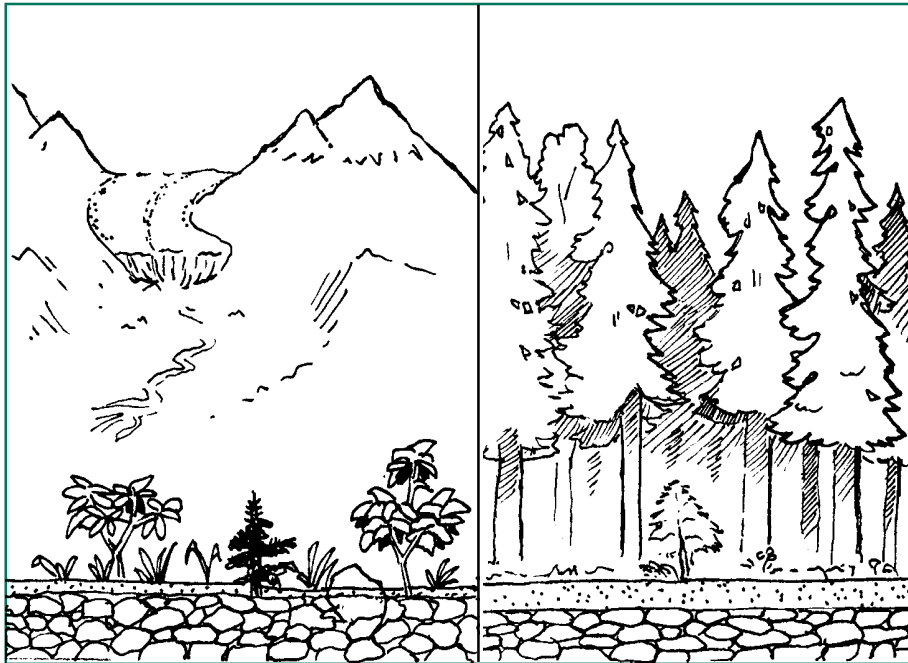


The Succession Story

2 EXTENSIONS



Section 4 FOREST ACTIVITIES

Grade Level: 2-4

State Standards: SA-4,
SA-12, SA-15, LAB-1

Subjects: Science, art,
language arts

Skills: Writing, listening,
visualizing, observing,
drawing, comparing

Duration: Five 20-minute
sessions

Group Size: Wholeclass,
individuals

Setting: Indoors

Vocabulary: Pioneer plants,
primary succession, timeline

Objectives:

Students will illustrate and write about the process of forest succession.

Teaching Strategy:

Students visualize 1,000 years in the history of a forest and craft a timeline to portray the changes.

Complementary Activities:

INDOOR: "Change in Our Lives" and "Animal Adaptations for Succession," *both in this section.*

Materials:

Stamps made from sponges, potatoes, or self-adhesive insulating camper tape; water-based paint or stamp pads; crayons or markers; light blue or white butcher paper cut into 5 sections.

Background:

See **INSIGHTS, Section 4, Succession.**

Procedure:

(NOTE: For older students, the following steps can be combined into one or two 30-45 minute classes.)

1. Prepare stamps, paints, paper. Divide the mural into five sections: Pioneer, Shrub, Young Forest, Mature Forest, Old-Growth Forest.

2. Explain that forests change over a long, long period of time. Tell students that they will mimic that length of time by creating a forest over the course of the week.

3. To set the scene, you may wish to show parts of the video, "Glacier Bay" or "Voices from the Ice" or similar videos.

4. Students prepare for the guided imagery by setting aside all their pens, books, and papers. Students sit or lie down in a relaxed position with their eyes closed.

5. Before you start to read, ask the students to imagine themselves in the story and think about what they are "seeing" as they listen to each part. Set the scene for the mural by dramatically telling the story on the following pages. Speak slowly, allowing students time to create mental images.



6. The years are noted only for your reference for the mural **timeline**. The story is based on the **primary succession** pattern of growth in the coastal forest.

7. When each section of the guided imagery is finished, talk about the images the students created in their minds. List the key words as they verbalize them. That will be the basis for their illustrations and writing.

8. In each section of the mural, students with the appropriate stamps put their patterns on the **succession timeline**. The order of placement is (a) grass and flowers, (b) shrubs, (c) young forest, (d) mature forest. From the story include animals that live in the forest during different stages in succession.

9. After each section of the mural is created, ask students to compare the differences and similarities between stages. Ask students what happened to plants that died during the progression. (*They become soil and nutrients for future plants.*)

10. Ask the students to write about what they drew, using key words that were listed during step 7. Add that writing to the appropriate mural section.

VARIATIONS

A. Students use the story for a book for which they develop illustrations.

B. Tell a succession story that describes a boreal forest after a fire.

EXTENSIONS:

A. **Visit a forest and describe its stage.** Students visit a forested area near the school. Assign students the following question: Where is this forest in the rock's succession story? Students should answer the question using writing, discussion, and/or art.

B. **Create your own story of forest change.** Students find a rock in a forested area near the school. Student should leave the rock as found and show it to a partner or the teacher. Students then create a story for their newfound rock, relating it to forest succession.

Credits:

"Guided Imagery: The Succession Story" written by Donna Matthews, revised by Robin Dublin and Elaine Rhode for this publication.

Curriculum Connections:

(See appendix for full citations)

Books:

The Ever-Living Tree (Vieira)

The Gift of a Tree (Tresselt)

How the Forest Grew (Jasperson)

Teacher Resources:

(See appendix)



Guided Imagery: The Succession Story



[Reading for Day One]

You are a rock that the glacier has been sitting on. Imagine yourself under the glacier. The glacier's ice is very cold and heavy. The glacier moves ever so slowly, scratching you as it moves. Over thousands of years your edges have gotten smoother. Some little crumbles from your edges have been left behind as dust when the glacier rolled you along. You are always wet. You are always cold. The light is a strange blue darkness.

One day the darkness isn't as dark. There is a yellow glow that appears, but it flickers on and off. Three summers later, the blue darkness is gone. The yellow light is bright. You aren't wet all the time. Often you are very warm.

[Years 1 to 3: Pioneer Stage]

You find yourself on the edge of a little pond, surrounded by other rocks. Under you is a huge, flat, scratched rock. There is some dust in the neighborhood, but no soil, and no plants. Not a one. It's like that for another three winters. Then in spring a bird flies over and drops a seed. The seed lands right beside you on the dust. It rains a little and a few days later something green appears. Suddenly it seems there are green sprouts coming up every where there is dust.

Some green things introduce themselves as "moss" and others as "fireweed." They call themselves **pioneer plants** because they are the first green plants

to come into the neighborhood. Their roots go down into the cracks in the rock under you.

Each spring there are more of these soft and friendly plants. Each spring their roots go deeper into the rocks around you, starting to make soil. Insects and birds come to visit. They tickle you as they hop on you looking for seeds and flowers. You can see soil now. There are old stems and flowers all mixed in with it. Some of this soil is next to you.

[Years 4 to 9: Pioneer Stage]

[Reading for Day Two]

Ten summers and 10 winters have passed since the blue glacier left you under the sky. Not too far away, there are wavy lines on the ground when the sun shines. Skinny line patterns get longer each spring. You wish you could turn and learn what they are. One day in the fall a pretty yellow leaf drifts by.

Now you know! Willows have joined the neighborhood! The lines are their branches making shadows on the ground. Alder shrubs and other bushy plants have also moved in. They send their roots deeper into the rocky ground. There is real soil here now. You can almost snuggle against it.

Watch out! There's a moose stepping on top of you! Whew. That was scary! Sometimes the snowshoe hares and chickadees sit on top of you. The pretty fireweed doesn't grow here any more. Where did it go, you wonder?

[Years 10 to 99: Shrub]